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THE BEACON PHONETIC CHART

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IMPORTANT. Teach the blend of a consonant with the following vowel by pointing to *sa*, *ha*, etc., and by using the letter cards. When this step is mastered, develop the words *fan*,

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fa-t, *pa-n*, etc. It will take a little drill before the child can get the word, although he may blend the sounds correctly. Do not dwell too long upon words containing vowel *a*.

s f h t p n m r a

sa fa-n ha-m fan

ha fa-t ha-t fat

fa pa-n na-p pan

ma pa-t ma-p pat

pa ra-n ma-n ran

na ra-m ma-t man

ra ra-p ta-n rap

ta ra-t fa-n map

sa-sa-p pa-n sap

sa-t ta-p rat

Teach sounds of new letters, *i* and *b*, by the use of the blackboard, and particularly, by the use of the letter cards. Develop *mi*, *hi*, etc., exactly as the vowel *a*.

b

i

n *r* *f* *m* *t* *a* *s* *p* *h*

mi

pi·*n*

ti·*n*

sin

hi

pi·*t*

ti·*p*

sit

pi

ri·*b*

fi·*b*

bit

si

ri·*p*

fi·*t*

bib

ni

ri·*m*

fi·*n*

bin

bi

hi·*t*

mi·*tt*

pin

ri

hi·*p*

mi·*ff*

tin

ti

hi·*m*

mi·*ss*

fin

fi

hi·*ss*

si·*p*

nip

Mix letter cards containing *bi*, *hi*, etc. with letter cards containing *ta*, *ha*, etc., and work for quick recognition. This testing of the child's knowledge of the vowels *a* and *i* is very important.

pin	bit	fan	ham
pit	sip	fin	rip
rib	sin	fit	rap
rim	hip	fat	bib
hit	him	hat	fib
hiss	tip	hit	rat
tin	tap	sit	tin
tip	pin	sat	sin
fib	pan	ram	map
fin	pat	rim	rib
mitt	pit	him	hip

Teach sounds of the new letters by the use of the blackboard and the letter cards. Develop *ho*, *lo*, etc., exactly as with vowels *a* and *i*.

	c	l	o	
m	f	s	t	i r n p a b h
ho		co·t	mo·p	hop
lo		co·b	mo·b	cob
no		lo·t	mo·ss	cot
po		lo·ss	ho·p	top
ro		to·ss	ho·t	sob
so		to·p	no·t	lot
mo		po·p	lo·t	not
to		ro·b	lo·ss	mop
co		ro·t	to·ss	hot

Mix letter cards containing *co*, *lo*, etc. with the letter cards containing *ba*, *ha*, etc. and *bi*, *hi*, etc. It is important that the child should quickly learn to distinguish between the different vowels.

cot	bat	hip	man
lot	bit	hop	pit
loss	lip	top	loss
top	lap	tap	ran
pop	lop	tip	top
not	fan	lot	loss
mop	fin	lit	ran
moss	fit	pin	rim
hop	fat	pan	hop
cob	cob	map	sat
rot	cab	mop	bib

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Teach the sounds of the new letters by the use of the blackboard and the letter cards. Develop *fu*, *cu*, etc. exactly as with preceding vowels. Encourage the child as soon as possible to sound the letters to himself and give the words only.

		g	u	
m	f	s	t i r n p a b h c o l	
fu		bu·n	tu·b	fun
cu		bu·ff	tu·g	fuss
ru		cu·p	su·p	sup
gu		cu·b	su·m	sun
pu		pu·p	hu·b	but
bu		pu·g	hu·g	cut
tu		ru·n	hu·t	cup
su		ru·g	mu·g	bun
hu		gu·n	mu·ff	gun

Mix letter cards containing consonants with the different vowels, like *ba*, *cu*, *po*, etc. This is important.

bun	bat	hog	rat
but	bit	hug	cob
cup	but	ham	him
cuff	bag	hum	but
pup	big	him	sap
rug	bog	hill	pig
rub	bug	hull	pop
gun	hat	sin	cup
gum	hot	sun	rug
tub	hut	fin	toss
tug	hit	fun	pin

egg
at
on
up
it

Teach the sounds of the new letters and develop *ne*, *le*, etc. as in preceding tables. Work for silent recognition of words.

	k	e	w	
i	n	p	a	b
h	c	o	l	u
g	g	u	g	g
ne	we.ll	be.g	pet	
le	we.b	be.ll	let	
pe	we.t	me.n	wet	
be	le.g	me.t	leg	
fe	le.ss	te.n	keg	
te	pe.t	te.ll	peg	
se	pe.g	set	ten	
ke	ne.t	se.ll	hen	
we	fe.ll	le.t	men	

Mix letter cards containing *na*, *ha*, etc., *cu*, *lu*, etc., *co*, *lo*, etc., *bi*, *ti*, etc., *le*, *pe*, etc., and work for quick recognition.

leg	sit	tin	fun
let	set	ten	sit
less	sat	wit	mop
pet	sin	wet	pat
pen	sun	wig	hen
peg	sell	wag	cut
set	sill	well	leg
beg	sap	will	gun
bell	sop	pig	hot
tell	sup	peg	fell
fell	sip	pug	fuss

Develop with particular care the sound of the letter *d*. This table with the one following was designed expressly to overcome the difficulty which the child encounters in distinguishing *d* from *b*.

	d	j	
e w m i r p a b o u g k			
jam	din	nod	hid
jug	dell	pod	did
jig	den	sod	lid
jet	mad	rod	jig
dull	fad	hod	wed
dim	had	cod	fed
did	lad	cud	led
dip	pad	mud	red
dig	sad	jug	den

bat	bit	den	dell
but	big	doll	bell
bag	bun	dog	hid
dot	bill	bog	dip
dug	dog	bug	jig
doll	din	dug	bib
bog	cod	big	bad
rob	cud	dig	bid
boss	dim	bin	did
jug	beg	din	bed
mud	pod	jam	bib
doll	jet	nod	bud

Drill especially upon capitals which are unlike the corresponding small letters.

R

H

W

F

L

I

B

T

C

G

E

K

N

J

S

A

M

O

D

P

Dan

It

Tom

Can

Ben

Run

Tim

Buff

Bell

Sit

Will

Muff

Jim

Get

Rob

Run

Let

Ned

Fan

Get

Bess

Sam

Bess

Tell

In teaching the sound of two consonants following the vowel, it is well to lead the child to separate them, so that he will see the words *mist*, *sand*, for instance, as *mis-t*, *san-d*. This method brings better results than does that of teaching *st*, *nd*, *nt*, etc. as separate sounds.

mist	damp	hand	bump
best	pump	hint	bulk
nest	jump	fist	belt
sand	lump	fond	land
band	milk	fund	lost
hand	silk	felt	lent
fond	bulk	must	lamp
pond	sulk	mend	lift
tent	gift	milk	pond
bent	soft	melt	pump
lint	loft	best	hunt

Teach carefully the sounds of *sh*, *nk*, *ng*, *ck*, *ch*, and *tch*. These consonant combinations and the letters of which they are composed are so unlike in sound that special care needs to be used in their development.

<i>sh</i>	<i>nk</i>	<i>ng</i>	<i>ck</i>	<i>ch</i>	<i>tch</i>
sash		rang		sank	cock
dish		wing		sang	catch
fish		ring		sick	peck
back		long		such	pink
tack		dong		dish	patch
neck		much		deck	rock
peck		such		dong	ring
bank		catch		ditch	rich
sank		patch		hush	wish
sunk		ditch		hung	wink

Develop the sound of *wh*, also that of *th* as found in *thin*, *thick*, etc. The modification of this sound as found in *this*, *that*, etc. will be easily mastered by the child.

In the following table the blend of two consonants precedes the vowel. It is much

more difficult than where the two consonants follow the vowel. Before the words are taken, the blend of the two consonants with a following vowel, such as *sna*, *thi*, *whi*, etc., should be carefully developed.

sna	snap	plum	drop
thi	thin	flag	twig
whi	thick	drag	twin
sla	thud	spill	slip
dra	then	skill	trip
spi	this	clad	skip
twi	than	glad	blot
fla	them	slap	slot
cla	that	clap	spot
scu	whip	flap	scum
tri	when	trap	scud

Teach the sounds of *a, e, i, o, u*, when modified by final *e*. Much time must be spent in developing these long sounds of the vowels.

fade	lute	pane	line
made	mute	pine	lone
came	dome	cone	lane
dame	home	came	ride
bide	bone	tune	rode
hide	cone	fume	cube
fine	rope	ripe	mate
dine	hope	rope	mute
mine	cube	dame	mite
rode	tube	dome	safe
mode	cute	dime	name

fad	fat	dim	hop
mad	hat	dime	hope
fade	fate	pin	sit
made	hate	pine	site
Sam	mat	win	not
same	mate	wine	fin
sham	rat	rob	note
shame	rate	robe	fine
can	bid	rod	cub
cane	bide	rode	cube
mane	hid	rid	cut
man	hide	ride	cute

This page should not be taught until Part I of the Beacon Primer has been completed. It is designed for review drill only. Notice that the combinations in the second group represent the long sounds of the vowels; moreover, that the sound of the first vowel governs each pair, except in *ew* (which has the long sound of *u*) and *y* (which is an equivalent for long *i*). Too much drill cannot be given in fixing these vowel sounds. Letter cards will prove invaluable; their use should always precede the drill on words.

ar	ir	or	ur	er
(as in car)	(as in fir)	(as in for)	(as in bur)	(as in her)
ai	ie	oa	ue	ea
(as in maid)	(as in tied)	(as in road)	(as in due)	(as in meat)
ay	y	oe	ew	ee
oy	ow	aw	ce	oo
(as in boy)	(as in cow)	(as in draw)	(c like s)	(as in boot)
oi	ou	au	oe	au

a A	f F	k K	p P	u U
b B	g G	l L	q Q	v V
c C	h H	m M	r R	w W
d D	i I	n N	s S	x X
e E	j J	o O	t T	y Y
		z Z		

